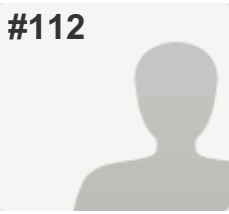


#112

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, June 28, 2016 10:59:39 AM**Last Modified:** Thursday, August 25, 2016 11:09:00 AM**Time Spent:** Over a month**IP Address:** 209.34.199.18

## PAGE 2

<b>Q1: Name of School District:</b>	Council Bluffs Community School District
<b>Q2: Name of Superintendent</b>	Martha Bruckner
<b>Q3: Person Completing this Report</b>	Martha Bruckner

## PAGE 3

**Q4: 1a.Local TLC Goal**

3. Increase number of new and experienced teachers who decide to continue to work in CBCSD in the first five years and beyond.

**Q5: 1b. To what extent has this goalbeen met?**

(no label)

Somewhat Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

\* Of the 62 teachers hired for the 15-16 school year, 6 exited at the end of the year for a first year exit rate of 9.7% (compared to 11.5% in 2015 and 17% in 2014.)

\* Of the 100 teachers hired in 2014-15, 9 teachers exited in the first year for an exit rate of 9%, a first-year retention rate of 91%. In the second year 11 exited for a two-year exit rate of 20% and two-year retention rate of 80%.

\* Of the 82 teachers hired in 13-14, 22 teachers exited in the first two years (14 in year one and 8 in year 2). First and second year resignations resulted in a two-year exit rate of 26.8%, or a two-year retention rate of 73.2% for the current year. In the third year an additional 5 teachers exited for a three year exit rate 23% and three retention rate of 77%.

Summary: The results show some, but not sufficient progress.

**Q7: 2a.Local TLC Goal**

*Respondent skipped this question*

**Q8: 2b. To what extent has this goalbeen met?**

*Respondent skipped this question*

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q10: 3a.Local TLC Goal**

1. Increase the number of teachers serving in teacher leadership positions.

**Q11: 3b. To what extent has this goalbeen met?**

(no label)

Somewhat Met

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

There were 147 teachers in leadership positions in 2015-16, up from 121 in 2014-15. This represents 21% of total teachers (695) in a leadership position. We had anticipated 158 teachers in leadership positions for 2015-16, but fell short of that projection by failing to fill 11 positions.

We have placed 154 teachers in leadership positions for the 2016-17 school year, which will represent 22% of total teachers (693). We will continue to carefully recruit and place teachers in TLC positions. Given budget shortfalls (based on the fact that the district spends more on TLC than provided by the state), several positions have been reduced through attrition for 2016-17.

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**Q13: 4a. Local TLC Goal**

4. Improve student achievement as measured by district and state assessment data.

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

\*\* On the 2016 Iowa Assessments, 10 out of 16 grade level cohorts increased the percent of students scoring proficient in reading and math.

\*\* 2016 ACT and AP scores will not be available until late summer; however, 2014-15 scores are available and have been analyzed.

52% of seniors took the ACT in 2013-14 with a slight decrease in 2014-15 at 50%.

The average composite score remained steady at 20.2 over the past two years with all four subtests showing no significant changes.

Although AP pass rate showed a significant increase from 2013-14 (34) to (47) in 2015-16, the enrollment in AP courses dipped slightly in 2014-15 (743) from the previous total of 750 in 2013-14.

Number of AP scholars rose by 2 from 13 in 2013-14 to 15 in 2015-16.

\*\* 2016 graduation and dropout rates won't be available until early Spring 2017; however, 2014-15 has been received and analyzed.

For the tenth straight year, graduation rates increased in the district and is at an all-time high of 88.5%. This is a 3% increase from 2013-14 (85.4) to 2014-15.

The dropout rate remained statistically steady around 2.7%. There was no significant increase or decrease from 2013-14 (2.69) to 2014-15 (2.7).

The cohort increase in proficiency in Iowa Assessments may be contributed to the fact that overall there were 120 more coaching cycles occurring with content teachers in 2015-16 compared to 2014-15. Because of student-centered coaching, teachers were responding to student data while collaborating with teacher leaders and each other. Grade level teams and/or professional learning communities, including administrators, classroom strategists, and instructional coaches, meet weekly to analyze student data and develop a plan for instruction that targets student need. This deliberate attention to responsive instruction by teams of teachers and teacher leaders impacted student growth.

Graduation rates continue to climb as a result of collaborative efforts between administration and teacher leaders. Curriculum specialists, instructional coaches, and classroom strategists work collaboratively to monitor implementation of District standards, monitor student progress, and implement best practice. Although administrators and Central Office help to guide this work, teacher leaders have taken a lead role in building capacity among staff and helping to create a culture of collaboration aimed at continued student growth and achievement.

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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**Q16: 5a. Local TLC Goal**

2. Improve school and district climate and culture

**Q17: 5b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Annual district results for Humanex Ventures in Excellence survey increased in EVERY category in November, 2014 and increased in all but three categories in November 2015. The "Dream Box" score, which indicates staff are highly engaged and highly satisfied in their positions, went from 53.7% (2013) to 62.0% (2014) to 70.4% (2015). The average employee engagement score, as established by the creator is 35% to 45%, depending on the profession.

Coaching Sessions: Teachers participated in 341 student centered coaching cycles with instructional coaching during the 2015-16 school year, compared to 211 in 2014-15.

Results from the district's "Mentor/Mentee survey showed the following reported results:

"TLC has supported student centered coaching": Fair/Good/Excellent (71) Poor/Very Poor (18), No Opinion (12)

"TLC has added to 'best place to work' culture": Agree/Strongly Agree (53) Disagree /Strongly Disagree (18) No Opinion (30)

"TLC has positively changed school culture": Agree/Strongly Agree (53) Disagree/Strongly Disagree (16) No Opinion (31)

"Satisfaction with mentor (from new teachers)": Satisfied/Very Satisfied (91), Dissatisfied/Very Dissatisfied (6) Unsure (2)

"TLC "helped me be effective (from participants)": Agree/Strongly Agree (58) Disagree/Strongly Disagree (20) No Opinion (22)

Council Bluffs University (CBU) provided just-in-time learning with 69 courses offered in 2015-16.

\*\* 294 teachers attended for a combined total of 4,050 hours of professional learning. This is an average of 13.7 hours per teacher who attended.

\*\* 29 teacher leaders presented across the 69 courses for a total of 1,085 planning and presenting hours. Many teacher leaders facilitated more than one course.

\*\* 96.5% of evaluations reported courses met the teachers' expectations;

\*\* 97% of evaluations reported information presented had value in the teacher's work.

\*\* Summer Academy is a week-long learning opportunity led by teacher leaders. In 2015, we had 547 teachers attend (79% of certified staff) and 81% of participants strongly agreed that sessions met their needs.

**Q19: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

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**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Our Site Based Council will meet in early 2016-17 to discuss the possibility of adding several new positions under the category of Classroom Strategists and Instructional Coaches. We think this will make us more successful at the same time as it will increase the number of teacher leaders.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

We have implemented Curriculum Development 2.0, eliminating the traditional 7 year curriculum review cycle and building on the availability of Open Sourced resources. This change would not have been possible with teacher leaders.

Based on results from the Differentiated Accountability visit, we leveraged teacher leaders to analyze and recommend a new literacy program.

We are launching pieces of a Learning Management System, including Edulastic, and iCurio and are seeking possible replacements for Inform, with the help of teacher leaders.

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**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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